Lesson Plan

**** Basic **** Intermediate ****  Advanced

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| **Business/Materials** | **Lesson Objectives** | | | | |
| 1. The Youtube video——These skills are hard to learn but pay off for the rest of your life.  2. Cloze the full text subtitles in videos.  3. Important word list from the video (with pronunciation), and some difficult sentences. | 1. Based on the full content text of the video, students can speak fluently about five skills.  2. Try to understand the deep meaning of five important skills about life and share own opinions about them.  3. Talk about one of five skills and give own examples in reality and other reasons to support your opinions. | | | | |
| **Warm-up and Objective Discussion** | | | | | |
| 1. Warm-up (discussion): Depend on the listening of the video, students have a better understanding of the five skills. Do these skills match what you have in mind? What do you think is the most difficult skill to develop?  2. Introduce the lesson’s objectives to students: a. understand five important skills for life. b. share own opinions and examples of five skills. | | | | | |
| **Instruct and Model** | | **** R | **** W | **** L | **** S |
| 1. Based on the listening lesson of the video, students have understood five skills hard to learn——mental toughness, silencing your inner critic, learning to say “NO”, critical thinking and emotional intelligence. Guide students to recall what we learn in the former lesson. Read the total text as model, and then ask students to read until they can speak fluently. | | | | | |
| **Guided Practice** | | **** R | **** W | **** L | **** S |
| 1. Read carefully of the total text of the video with students, encourage them to ask questions about the text and give them answers in order to help them understand the deep meaning of author’s explanation of those five skills.  2. The teacher puts forward his own emotions about those five skills as examples on the board, and then ask students to write down their feelings about those five hard skills in life on the paper just as what teacher does (2-4 sentences is enough). After that, encourage them to talk with all the classmates. | | | | | |
| **Independent Practice** | | **** R | **** W | **** L | **** S |
| 1. Based on the guide practice, ask students to choose one from five hard skills, maybe you still can’t master the skill, maybe it’s important for you to achieve a success, maybe after listening to the video you find that it will helps to improve yourself in the future. When all students make choices, divide them into five groups depend on the choice, and ask them to give own examples in reality and other reasons to support their opinions. | | | | | |
| **Assessment** | | **** R | **** W | **** L | **** S |
| 1. Students from different group can evaluate what the other group's students have said. All of them need to choose one of the best in four other groups. The teacher counts the final votes and follow them to give a score of the independent practice.  2.Then teacher need to identify areas that students can improve in the process of expression as a feedback. | | | | | |